

the happening

Loyola of Montreal

MARCH 11, 1974

First class mail

Merger causes no confusion at Loyola

APPLICATIONS UP 28%

The number of applications to Loyola is up a whopping 28% over last year at this time, says Grendon Haines, Director of Admissions at Loyola. There is every indication that the trend will continue, he adds, and that it will mean a substantial increase in enrollment for next year.

The number of applications received can differ from the number who actually register. Haines points out however, that in recent years there have been fewer students who apply and then don't show up.

Despite some concern that the proposed merger would cause some confusion on the part of students, Haines reports that this has not been the case. Most assume they will be taking all their courses on the campus to which they apply, and they have continued to apply to the individual campuses.

At Loyola, the application forms are processed within 48 hours, and potential students are sent their conditional acceptance. The only difficulty presented by the merger, in terms of admissions is in applications that have to be processed by both institutions. This applies mostly to students from outside Quebec.

Jean Vanier to speak at Loyola

Jean Vanier, whose life work is the care of the mentally retarded adults and the advocacy of a brand of revolution that is based on love but often becomes as radical and iconoclastic as a socialist extremist's platform, will be speaking at Loyola, Saturday, March 16. The event, organized by the Campus Ministry, is to be held in the Loyola Chapel from 2:30 to 4:30. It is open to all, and there is no admission charge.

Jean Vanier is a graduate of Loyola, as was his father, the late Governor General of Canada.

There is no specific title or theme for his appearance because as Chaplain Bob Gaudet says, Vanier can and does discuss whatever his audience wishes to hear. "He can speak on anything because he is so completely conscious of life around him", says Gaudet. "He is in tune with his own spirit, and is in tune with life as it is being created and destroyed". Described by Gaudet as "the prophet of human dignity", Vanier usually discusses the world within, the human spirit, its qualities and its poverty.



Jean Vanier talking to students at last Loyola visit.

and life as something creative and good.

Ten years ago, Dr. Vanier began his work with four mentally retarded men at L'Arche, an old house in a small French village 60 miles from Paris. Today, the community is home to almost 100 men and women, and other homes inspired by Vanier have been established for the handicapped in other parts of France, India and Canada.

It was through this experience that Vanier was able to get into

the reality of life through the retarded people, and it was they who taught him what loving is all about, says Gaudet.

Only a revolution of love that frees us from the internal tyranny of the "closed heart" will bring true peace to the world, says Vanier. He believes that peace is not simply a question of granting a few rights, introducing some reforms, finding compromises, fixing borders, or any other

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Admission Policies Defined

Common admission requirements for Loyola and Sir George Williams University were established as of September 1973. In the past the admission policies of these two institutions have differed greatly.

The Sir George Williams Collegial Announcement Calendar 1971-1974 states that students from Ontario and other provinces required a 60 per cent overall average for admission into Arts, Commerce, Science or Engineering. Students from Quebec also required a 60 per cent overall average.

At Loyola, students entering the Arts or Commerce Faculties required 60 per cent. Those entering Science needed 60 per cent; those entering Engineering required 70 per cent overall average.

The previous policy at Loyola has always allowed for a degree of flexibility. On occasions if one criteria for admission was not acceptable, other levels of a student's acceptability were taken into account.

In 1972, Loyola, Sir George and the public CEGEPS shared data on students applying for

admission. This data consisted of information on students given advanced acceptance, those who were rejected and those deferred until their final marks were received. In 1972, 313 students applied to Loyola and Sir George but only 234 were accepted by Loyola. Sir George Williams accepted 79 students not accepted by Loyola, said Grendon Haines, Loyola's Director of Admissions quoting from material supplied to his office by Sir George Admissions Office.

In September 1973, Loyola granted admission to only 45 per cent of those who applied here.

The admission policy for Loyola and Sir George and for Concordia is: 65 per cent for students from outside Quebec with minor exceptions; 70 per cent for students from the United States (most have over 80 per cent) Quebec students require a CEGEP diploma.

Individual departments can request higher percentages as requirements for that department only.

University Business

by Stirling Dorrance

Excerpts from the February 22nd meeting of the Senate of Concordia University

Re: DISPUTE ON STATE OF COMPUTER SCIENCE COMMITTEE

Dean Breen: A resolution of the Loyola Faculty Council instructed me to find out the powers and jurisdiction of the Computer Science Committee.

Is it a committee of Sir George or Concordia? The Faculty Council needs this clarification...

Dr. O'Brien: It is a Concordia Committee, established at the same time as various faculty councils. It used to be a Sir George Committee to which it still bears a resemblance. Membership, however, is different with the inclusion of Loyola personnel.

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Dr. O'Brien: The intention was that Computer Science was an area to be combined under a single operation arising primarily out of the OSA (Operation Science Appliquée) recommendations, in a way similar to Geology at Concordia. Whatever manner the details fall out, under OSA there was to be one program in Computer Science or Quantitative Methods, however one wishes to name it.

Perhaps a motion is in order tabling the matter for another month until clarification by the Loyola Faculty Council is achieved.

Dean Breen: Otherwise, the Council might reject accepting it. To have everything integrated under one committee carries serious implications.

Dr. Berczi: Commerce has been in discussion with Computer Science at Loyola over several months and has the understanding that what has been tabled has already been accepted by the Loyola Faculty Council.

A Senator: It is important to distinguish the organization from the program.

Prof. Doyle: The confusion is genuine. It is to many a question of what was negotiated, and not a question of the right to do so. The only thing that many are aware of is the "Model of the New University". Trouble of this kind could have been forestalled if people being asked to give an opinion had been informed as to what was being negotiated through the process.

Dr. O'Brien: The documents of negotiation that have status in Concordia are available.

Father Malone: Negotiators should not be the interpreters of the documents. Of the background - yes... but, of the interpretation - no... because the Board of Governors may not give the same interpretation. Those involved in the negotiations were aware that further interpretation is in order - by the Board, by the Senate. If we start with the documents, we can make progress.

Re: STUDENT REPRESENTATION ON ACADEMIC COUNCILS

Mr. De Serres (student Senator): Students represent themselves.

Prof. Davis: Let students alone to work out the terms of their membership on Senate Committees, even though I find nothing wrong with Dean Campbell's suggestion (that there be senate and faculty council membership and the committee to regularize the method of appointment of students to academic councils).

Prof. Doyle: Bear in mind that a practical problem exists: students haven't been getting chosen! (for these committees). There is a difficulty, of course, in this... some sort of formalization of appointment has to be worked out.

Prof. Charlton: If it is a technical committee, keep it small.

Re: AT CONCORDIA: WHO GETS THE OYSTERS?

Dean Breen: The Loyola Faculty of Arts and Science has accepted the Model (of the New University) and has every intention of remaining faithful to the Board of Governors' commitment to it.

The Model clearly indicated that a five-faculty university and a two-campus university are intended. To stress one or the other is incomplete and erroneous. We don't know what the future will bring. What is absolutely necessary is that there be as much parity as possible in order to develop something that is really new and imaginative. Imbalance (in committee and council memberships) will never ensure that this takes place.

It is because of the particular stage (of development) that we are at now that this statement has to be made. In five years - who knows? Can what Sir George has achieved at the high levels of its administration be also achieved at lower echelons of Concordia as a means of hammering out the best combination of the two points of view?

Dean Berczi: I must object to accusations of partiality in dealing with academic matters. Too much emphasis is being placed on "his vote is committed". I see no evidence of such a situation.

Dean Breen: It is not a matter of *en bloc* votes being a certainty, but of an equal opportunity of expression and of being heard. Different traditions suggest different perspectives which we should make every effort to ensure is a part of the in-put. Dialogue asks for this, if it really wants to achieve important new results. Fair representation (of many sides) will ensure profitable dialogue.

Dr. O'Brien: Five faculties and two campuses is clearly in the Model. It is also true that in the organizational section it is five faculties. Reference to campuses appears in the introductory sections. One campus was proposed at one point and concern to establish the fact of two campuses called for a protective statement (of two campuses). We may have to re-read the Model on this point. There is an argument for better representation until problems are worked out.

Prof. McQueen: The membership of Senate is related to the composition of faculties in the new university. Since committees of the Senate do not legislate, it would be no great sacrifice to make the concession in this case. If one part is so upset and we can allow representation without destroying our legislative procedures, then we should do so.

Prof. Batnager: Unitary or federated structure? To emphasize the federated concept would be dysfunctional if it were not involved from the beginning. Let us say that, at the moment, Loyola is "down". In the future, Sir George may be

"down". It is dangerous to start on a parity principle.

Mr. McBride: If one looks at the university structure, there are two Concordia faculties and another to come a year further into the operation. And there may very well be further exchanges of this sort *vis à vis* campuses.

Prof. Whitelaw: We have had cases where there was high Loyola representation - admission, curriculum planning. This was achieved partly through the inclusion of resource personnel. Perhaps we could stick with official appointments made on a faculty basis while recognizing that resource personnel are desirable.

Prof. Doyle: We are talking about a real problem. I doubt there is a solution from structures. It is people and not parts of machines that are involved. One real problem is malaise. Every step should be taken to obviate this malaise. Appearances count often more than facts. Time will solve some things - in the meantime, let us deal with the problem in terms of what it really is. Avoid mid-conceptions. Gestures should be made that aim at clearing up real difficulties. Who gets the oysters? The Walrus or the Carpenter?

Dean Breen: The Committee was established without prior consultation with Loyola Arts & Science, of which the Computer Science Department is a part at Loyola. Consultation should have taken place. Of a membership of sixteen, three are from Loyola and thirteen from Sir George. There is an obvious discrepancy.

Dr. O'Brien: When the committee was established, representation was drawn from the various faculties of the university.

Dean Breen: There is confusion about the Committee in the Loyola Faculty Council precisely because its status is unclear and the councils' resolution is: 74043 In view of the uncertainty of the powers and the extent of jurisdiction of the Sir George Williams University Committee on Computer Science which was established by the Board of Governors meeting in December, Dr. Doughty moved that Dean Callahan's motion dated January 21, 1974, document "LF 74-01-D8" be tabled until clarification by the Board of Governors.

Vanier cont'd from p 1

external acts that arrest violence but do not stop hatred.

"Peace will not come except through a radical conversion in men by which they will look on others without fear, as brothers to be respected", he says. But he doubts if the majority in America is ready to make these changes since they involve shedding social prejudices.

The 45-year old admirer of Gandhi bases his hopes for a revolution of love on today's young generation which he regards as the first to be inspired in vast numbers with new ideals, the first to have nearly all the qualifications. The ur-

Want to help

If you've ever thought you might like to do some volunteer work, but know that you can't make a permanent or regular commitment, Loyola's Volunteer Bureau has a new answer. It's called Help-Bank, and, as the name implies, it is a "bank" of people who may be called upon from time to time when special needs arise.

What those needs are can vary, and the choice of whether to take the job or not is up to the Help-Bank member.

Help-Bank differs from the regular service in that regular volunteers must make a commitment because, as co-ordinator Lorraine Street puts it, "you're dealing with human lives". On-going projects this year include playing with and taking care of retarded children at the John Birk Association; tutoring boys from the Wededale Home; serving a meal once a month at the Benedict Labre House for men; doing a variety of jobs at the Lethbridge Rehabilitation Centre and the Montreal Association for the Blind; being someone to talk to for the senior citizens in the Griffith McConnell Home. The Volunteer Bu-

reau also arranges for students to be big brothers or sisters to children through Family Services.

The Volunteer Bureau at Loyola has grown from 40 members last year to over 100 this year, and the new Help-Bank represents an attempt to further expand the number of people involved, if only on an occasional and temporary basis. Although Lorraine Street views the Volunteer Bureau as becoming increasingly effective, she points out that Loyola has special problems in this area because it is an urban college, and students who travel to and from the college are less likely to become Volunteer workers. With the new Help-Bank system, however, the Volunteer Bureau is hoping that more students will be able to find the time to help out once or twice.

Information and application forms for Help-Bank are going to be available in special displays set up in Vanier Library, the foyer of the Bryan Building, and Hingston Hall. Or, contact the Volunteer Bureau, AD 256, 482-0320, local 256.

WIN \$10

FOR PHOTO OF LOYOLA LIFE

Contest limited to black and white photos only. Photographs should be 8" by 10". Print name and phone number clearly on back of photograph, place in envelope marked Photo Contest, and deliver to Public Relations Office, Ad 233.

NEXT CONTEST CLOSES WEDNESDAY, MAR. 20 AT NOON.
Results to be published in the following issue of the Happening.



by Paul Hrasko

gency of our time has resulted in the emergence of a new race of men and women capable of great generosity. He sees this generosity in the eyes of young people.

Vanier's visit to Loyola is part of a one-month tour of Canada, two and a half days of which will be spent in Montreal.

He makes one tour of Canada and one tour of India every year, with the hope that other people in these countries will attempt to continue and expand his work. While in Montreal, he will also be accepting the Franciscan Peace Medal from the Hospital Notre-Dame Mercier.

Senator Casgrain honored with Loyola Medal



The 1974 recipient of the Loyola Medal will be Senator Thérèse Casgrain, renowned champion of women's rights. The Director of Loyola's Alumni Association, Bernard McCalum, announced the Selection Committee's choice.

Inaugurated in 1961 as a permanent tribute to outstanding leadership and achievement on the Canadian scene, the Loyola Medal is awarded to individuals whose character, philosophy and contributions have enriched the heritage of Canada and humanity. The five previous medal recipients are the late Governor-General Georges P. Vanier, Paul-Emile Cardinal Léger, Mayor Jean Drapeau; the late Arthur F.

Match of Minds gains momentum

Loyola's Third Annual scholarship competition, *The Match of Minds*, is set for March 16. Peter Regimbald, Loyola's Liaison Officer, said applications soared to an unexpected 160 (up 60 from last year's 100), and the mechanics are running smoothly.

Sponsored by the Loyola Scholarship Committee and Financial Aid, and organized by the Liaison Office in conjunction with the Admissions Office, the Match of Minds is an innovative and uniquely-Loyola event that allows scholarships to be presented based on an individual's expertise in his own chosen area. This differs from the traditional method in which scholarships are awarded based on marks only.

The all-day event is divided into two parts. In Phase I, the morning session, the student is interviewed by faculty in his own area of concentration. He is then interviewed by a team of three professors chosen at random who question him on a wider range of topics.

The afternoon session, Phase II, can consist of writing an essay, writing an exam, or presenting a project. This depends on the area the student has chosen.

A total of ten full tuition scholarships, three of which are reserved for mature students, is to be awarded. The competition is open to all students entering University I. Deadline for applications was March 1.

Mayne and in 1971 Reverend Bernard Lonergan, S.J.

Senator Casgrain has a long history of involvement with the struggles of Quebec women for rights. She is credited with having won almost single-handedly Quebec women's franchise to vote in 1940. The list of her activities covers a wide range from founding La Ligue de la Jeunesse Féminine to three-time provincial leader of the Quebec CCF party.

Some of her associations include Past-President of the League of Women's Rights, Past-President of the National Federation of Liberal Women's Clubs of Canada, chartered member of the French Federated Charities, national president (1962) of the Voice of Women, founder of La Fédération des Femmes du Québec and member of Expo 67 National Council of Women. Mme Casgrain was summoned to the Senate in October 1970.

"Madame Therese Casgrain is an excellent choice because she exemplifies with foresight courage and good grace, the high ideals that the Loyola Medal was created to recognize", says Patrick G. Malone, S.J., President of Loyola.

Faculty Council Report

COMPUTER SCIENCE

A very heavy and long Agenda marks the meeting tomorrow of the Loyola Faculty Council of Arts and Science. Major items to Chairman of the Computer Science Department at Loyola, has prepared a document outlining the advantages and disadvantages to both a one department and a two-department model for Computer Science Concordia University. A decision is expected from Loyola Faculty Council of Arts and Science on which model Loyola would prefer.

LEARNING DEVELOPMENT COMMITTEE

The Learning Development Committee has prepared a document: The Report of the Committee on Learning Development to the Loyola Faculty Council regarding the merits of the programme of the Centre de Français Langue Seconde. It is expected that this topic will be debated at length at the March Faculty Meeting.

Other legislation includes the Composition of Senate Committees. A motion is before Faculty recommending parity on Senate Committees that deal with matters concerning both campuses and that the members be chosen from their campus of origin.

The process of selection of Senior Administrators of Concordia University using the established form of search committees will also be considered by the Faculty Council.

Loyola prepares for Montreal premiere of *No No Nanette*



Edda Gburek and the male chorus of *No No Nanette*.

by Mark Gerson

Three and a half months may seem like a long time but when putting together a musical comedy involving people who are not free during the day, it is often not long enough. For the past fifteen weeks in St. Ignatius Church basement, in the offices of Student Services and all over campus, members of Thé-Arts Loyola have been singing, dancing, building, sewing and planning the Montreal premiere of the musical revival, *NO, NO, NANETTE*.

NO, NO, NANETTE, following the recent trend towards nostalgia, takes the audience by hand and leads it back to those days of innocence, the twenties. Those were the days when expressions such as "Banana Oil!" and "You can go fly a kite!" were considered shocking.

This is truly a chorus show, and the Thé-Arts Chorus, having rehearsed strenuously under the imaginative guidance of director-choreographer Randy Davies and musical director Pierre Perron, should have no difficulty in rising to the occasion.

The cast of *NO, NO, NANETTE* is comprised of a blend of new and old faces, some of whom will be remembered as either chorus members or leads from Thé-Arts fall production of *ONCE UPON A MATTRESS*.

The title role of Nanette is played by Marcia Tratt, and her boyfriend Tom by Len Olszewski. Nanette's parents, Sue and Jimmy Smith, are played by Fran Collins and Loyola's Assistant Dean of Students, Brian Counihan; Lucille and Billy Early, Tom's aunt and uncle by award-winner Edda Gburek and Barrie Wood. Fiona McMurran

as the maid Pauline, brings to *NO, NO, NANETTE* varied experience with the Lakeshore Players and Lyric Theatre. *NO, NO, NANETTE* has the added attraction of three "wicked women" who keep Jimmy Smith happy by spending his money. They are played by Nancy Stewart, Jo-Anne Clark, and Kathy McGlynn.

The combination of David Starsmore's colourful, creative costumes and an extremely talented cast and chorus should make Thé-Arts Loyola's premiere production of *NO, NO, NANETTE* an event not to be missed.

The show will run from March 15-17, 22-24, and 29-31 at 8:00 p.m. in the F.C. Smith Auditorium. Tickets, at \$3.00 and \$1.50 for students and senior citizens, can be reserved by calling 484-7676.

Staff Association holds first official meeting

About 60 members turned out for the first official meeting of Loyola's newly-formed Non-Academic Staff Association (L.O.M.N.A.S.A.), held Friday, March 1 in the F.C. Smith Auditorium.

The eight directors who have served as the Steering Committee for the Association since December, presented members with the preliminary draft of the constitution and reported on the March 22 opening of a Credit Union and on committees that have been organized to date. It was decided that the directors would assume the Association's executive positions until a second

general election takes place May 31.

Major concerns at the meeting were salaries, job classifications and employer-employee relations. Ray Kenyon, Association Chairman, said that committees on Staff Relations and Job Classifications have been set up. Both will negotiate with the College's Administration on behalf of Association members. Problems should be submitted in writing to these committees.

The Staff Relations Committee, headed by Peter Bringolf, has already been instrumental in resolving the grievances of

four staff members and is currently reviewing 13 more cases.

Other committees formed include Social (Mrs. Vera Bailey), Cultural (Miss Maureen Jones) and Membership (Mrs. Mavis Armstrong).

No decision was reached regarding the collection of the \$1.00 monthly fees.

The third Friday in March has been set aside for the second general meeting. Representatives of the College's Health Services and Credit Union will be on hand to discuss their proposals.

Education in the community

Fitness puts more life into living



Dr. Enos demonstrates the bicycle fitness test which will be one of the important starting points in the new physical fitness course.

Loyola's Centre for Continuing Education has come up with a new FITNESS course that's different! This course not only covers diet and exercise but meshes with individual lifestyles.

The course will be distinct from those offered by the YMCA and similar clubs, says Dr. Ed Enos, Director of Physical Education and Athletics and co-ordinator of the program. "We are using a problem-solving approach", he says. "This means that we will not make people physically fit but we will help them design their own personalized programs to meet their individual requirements. We take a person's interests and lifestyle, plus the Montreal area's cli-

matic conditions and build a program around them".

The idea is first of all to determine your level of fitness. Putting someone who is in good shape into a class with people who never exercise, benefits no one. By tailoring programs to individual levels of fitness, participants can measure their progress and see results.

At the beginning of the course each participant will be tested to find out where he is on the fitness scale. Basic information will be given on calorie and cholesterol counting and on nutritious eating. Fitness at Loyola means more than just exercise; it involves eating the proper foods, getting sufficient sleep and developing good mental attitudes. Fitness should

be an integrated part of your daily habits.

Dr. Enos also plans to start a family fitness program. "For most people fitness and exercise are synonymous with pain", he says. "Fitness should mean fun. A family program should aim at shaping up family members using whatever facilities they have at home for as little as one hour per week to maintain fitness".

The course, open to men and women, consists of eight sessions for \$25.00. Beginning April 16, participants will attend two classes per week but will be expected to do "homework". Fitness at Loyola means putting more life in your living.

Loyola removes age limits on fitness

by Brian Gorman

A lecture by Dr. William R. Sellers of Boston University, on the topic "Physical Education for Senior Citizens" was presented to an audience consisting mostly of Phys. Ed. majors in the athletic complex. March 5.

Sponsored by the college's new Bio-Physical Education department, the lecture was designed as a prelude to a course entitled, "Preventative Medicine and Geriatrics." The course will bear the designation of Biop. 531B and will be offered for the first time, January 7, 1975. Taught by Dr. Sellers, the course will offer insights into the problems of

helping the elderly to avoid becoming sedentary.

"There is the myth of unproductivity associated with old age," Dr. Sellers said during his lecture. "It is assumed that older people can no longer produce on a job or be active socially or creatively. "The elderly are presumed to be disengaged from life," he went on, "declining and disinterested. But, in the absence of disease and social adversity, this definitely does not happen. Old people tend to remain actively concerned about their personal and community relationships." According to Dr. E. Enos, chairman of the department of Bio-Physical Educa-

tion, Dr. Sellers' course will be a first for this country. A seven year veteran of Boston University's Physical Education program, Dr. Sellers is considered to be one of the foremost authorities on the subject of elderly affairs on the continent. He has pioneered physical-activity programs for the elderly in the Boston city area and has an Ed. D. from Boston U.

His achievements include seven years experience at Boston University; association with the Health Planning Council of Greater Boston; and a stint as Motor Activity Director for the Brighton-Allston APAC program for senior citizens.

ASPIRING JOURNALISTS FIND INSPIRATION

A university education and bilingualism are now basic requirements for getting a job as a newspaper reporter in Quebec. Added to this is the scarcity of positions and extremely stiff competition making the newspaper media perhaps the most difficult field in which to get started.

Despite these obstacles, the 15 students enrolled in *Print Media*, a Continuing Education course offered here this year, are eager to become working journalists. Donna Logan, Features Editor of the Montreal Star who teaches the course, says it is unrealistic to think all 15 will get into the business.

"The role of the newspaper has changed", claims Miss Logan. "Rapes, fires and mur-

ders have been replaced by more relevant stories on contemporary issues and problems. Gone are the days of working up from copy boy to editor. If my students get nothing more out of the course, I hope they will become better newspaper readers".

To keep in step with this new image, Miss Logan maintains that a university education has become a necessity because it broadens students' outlooks. An additional degree in journalism is also recommended both for the practical experience it provides and for the "feel for the business" it inspires. Miss Logan herself is a graduate of Carleton University's School of Journalism.

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Grow-your-own idea gains in popularity

For many city dwellers the possibility of growing your own fruits and vegetables without a large backyard seems remote. Dr. Reff Omran, professor of Biology at Loyola, points out that "kitchen gardening" can be done in any space, even in apartment windows. "All you need is someone to show you how."

Learning the basics of kitchen gardening and the care of house plants is the subject matter of a new course being offered this spring by Loyola's Centre for Continuing Education. Starting April 16, HOME GARDENING will consist of four lectures in two weeks, Tuesday and Thursday nights from 7:30 p.m. - 9:30 p.m. Fee for the course is \$15.00.

"Home owners growing their own vegetables have increased from five to 35 per cent in the past ten years", says Dr. Omran, who will teach the course. In HOME GARDENING we will show people how to make maximum use of their property. We will be using college facilities including Loyola's greenhouse to demonstrate various methods. The course will be strictly practical".

Apart from the nutritional value of fresh grown vegetables, Dr. Omran sees economical and consumer benefits. Growing vegetables saves money and cuts down on the need to buy supermarket vegetables often sprayed with harmful insecticides and chemicals. Gardeners should know how to use the Montreal environment to produce more vegetables and reduce the amount of imported ones.



Dr. Reff Omran

Some topics to be covered are soil preparation and conditioning; the selection of crops to suit various home areas; plant cultivation; insect and disease control and landscaping and lawn care. HOME GARDENING will also teach you to plan and draw a map of your garden to prevent good plants from being weeded or shaded by others.

House plants will also be discussed and instructions will be given on lighting, selection of plants to suit your home's environment and care of soil. Dr. Omran will encourage his students to bring in their problem plants and discuss individual problem areas.

The course will also offer instruction to students on how to reap the full benefits of a garden by suggesting methods of canning, preserving and freezing crops.

...and around the world

by Lorraine
McGuirk-Flaherty

Getting credit for going places

Enough of lying around the beach! This summer you could be with Loyola in Greece, Russia, Sweden, Germany or Japan.

Loyola's Evening Division is offering four overseas courses this summer each worth one full credit. You can choose a trip to Greece to study drama and theatre; a visit to the USSR or a jaunt through Europe to learn about physical education; or a cultural exchange tour of Japan, Singapore and Malaysia.

Summer School in Greece

SUMMER SCHOOL IN GREECE offers 32 packed days (July 11 - August 12) of seminars, plays, lectures, discussions, wine festivals, folk dances, music and a week off

to travel around Crete or the Islands.

Purpose is to study the history of Greek theatre, drama and civilization with particular emphasis on the literary and artistic merits of the comedies of Aristophanes and the tragedies of Sophocles, Euripides and Aeschylus. Lectures will be given by Loyola Classics and Drama professors as well as by directors of the Greek National Theatre and scholars from the University of Athens.

In Greece students will see five plays including Antigone, Oedipus Tyrannus and Prometheus Bound. Discussions will be held following each performance with members of the casts. Also on the itinerary are excursions to archeological sites at Corinth, Delphi, Dodoni and Daphne; local wine festi-

vals, sound and light performances; open-air concerts and a guided tour of the Acropolis.

Loyola students or anyone meeting Loyola's Admissions requirements are eligible to join *Summer School in Greece*. A full-course credit in either Classics or Drama can be obtained by enrolling in Classics 384Z (Greek Drama: Theatre and Democracy in Fifth Century Athens) or Drama 561B or 591B (Advanced Studies or Seminar in Theatre). Those wishing to audit the course may do so but a limited number of applications will be accepted.

The entire cost of the trip is \$600 which includes return air fare, lodging in single rooms at the University of Athens, and all ticket and transportation costs. Food and personal expenses are the individuals responsibility; an extra \$50 - \$80 can cover these. Thirty participants are required for the trip; plans can be cancelled at any time due to insufficient registration. For further information contact Dr. Philip Spensley, Chameleon Theatre, 482-0789.

Loyola's Institute for Comparative Physical Education is giving two study abroad courses this summer, both designed to expose students to learning experiences outside traditional classroom structures. In some of the most progressive centres in the world advanced systems of physical education and sports will be studied.

Phys. Ed. and Sport in the USSR

PHYSICAL EDUCATION AND SPORT IN THE USSR is the first program of its kind, sanctioned in 1973 under the terms of the Canada-USSR exchange agreement. The course is an in-depth look at the Soviet Union's approach to exercise and training in hockey, track and field, gymnastics and other sports programs as well as an analysis of physical education in elementary, secondary and post-secondary schools for both male and female students.

In addition, a study will be made of the Soviet's coaching and training methods and of the theoretical aspects of sports in a socialist society. Students will have the opportunity to do independent work on related topics of interest.

The full-credit course takes place May 26 through June 15 and costs \$895. This includes air and land transportation, tuition, food, accommodations, sightseeing and cultural events.

The Soviets are hosting eight cultural activities including an evening with the Bolshoi Ballet and the Moscow Symphony.

The course which is limited to 100 persons, has already received considerable response from across Canada. University department chairmen and professors are among those taking the course. Anyone interested must apply immediately. For information contact Mrs. Maggs, Loyola's Department of Physical Education and Athletics, 489-7284.

Physical Education in Europe

PHYSICAL EDUCATION IN EUROPE will study the current customs and practices of physical education and sports in three European countries; Sweden, Germany and Belgium. There are additional side trips to the Alps and Copenhagen and activities such as sightseeing tours, lectures by some of Europe's most outstanding authorities, learning -by- doing classes and cultural and social events.

The first stop is the Swedish Federal College of Physical Education and Sports located in Boson just outside Stockholm. Sweden is renowned, says Dr. Enos for producing the highest level of fitness in the world and its Federal College is the center of its activities. Professor Sven Elkow, the college's Director, will be the featured lecturer and seminars will be held with Loyola professors.

In Germany, the group will be studying in Munich while staying at the Poste Sportsverein, the facilities built for the 1972 Olympics. Hosting the visit will be Dr. Peter Kapustin, Chairman of the Department of Physical Education and Athletics at the University of Munich. Some planned activities include studying the content, teaching and coaching methods in German school systems; visiting schools for observation periods and analyzing outdoor activities in the Alps. There will also be free time for tours of Switzerland and Austria.

The Institute of Exercise Physiology in Brussels is the last stop on the course's itinerary. Lectures and seminars will be given by Dr. Jacques Poortmans, the Institute's Director. Students will live within walking distance of downtown Brussels and the Free University of Brussels.

The course will cost \$895 which covers air fare, meals, accommodations, side trips and

entertainment. For information contact Mrs. Maggs, 489-7284 as soon as possible. The course is not limited to Canadians and there has been response from all over North America.

Encounter Asia

ENCOUNTER ASIA is a cultural exchange program conducted by The Innwuit Committee in co-operation with Loyola's Evening Division. The Innwuit Committee, formed five years ago, is a group of Canadians dedicated to learning more about people and cultures of other nations, along with promoting better understanding of Canada and her role in international affairs. In the five years since its founding, The Innwuit Committee has sponsored several programs including conferences and seminars on the environment and exchange programs in Haiti, Jamaica, Japan and Canada.

This summer's program is eight weeks of study and travel in and around Japan, Singapore and Malaysia with approximately two weeks for independent travel. Planned activities include fieldtrips, cultural and social events, tours of local regions and homestays with host families.

The theme of the '74 program, *Current Economics and Political Developments in Asia*, will be discussed in lectures and seminars with officials from The University of Singapore, Kansai University of Foreign Studies at Osaka, Japan, and Malay College in Malaysia.

A two-day orientation session for Montreal participants has been scheduled for June 14-16. Departure for Tokyo is June returning August 25.

The cost of this trip is \$1,800. The Innwuit Committee and the Federal Department of the Secretary of State (Travel and Exchange Division) will cover approximately \$300 of this amount. The fee includes most services except independent travel, special accommodation requests, tours and visas other than those planned for the group and meals for July 2 - 10 and July 23 - August 24.

Completion of the tour is equivalent to one full-course, Evening Division credit in History, Economics or Political Science. Eligibility is restricted to persons 18 years of age and over. Deadline for applications is April 5. The Committee urges anyone interested to get full details by contacting Leon Martin, Committee Director, 453-3136 or Helton Pachake, Assistant Director, 482-4261.

ASPIRING JOURNALISTS



Donna Logan (standing) conducting class in journalism.

A non-credit course, *PRINT MEDIA* cannot be counted towards a degree program nor can it guarantee students jobs, but it does give them the basic elements of writing and some first-hand news experience. Students are encouraged to write immediately. Composing short articles and re-writing press releases are two of the exercises done in class. Students must write a feature story that requires research once during the ten sessions. In addition to writing stories, students are also taught to edit their own work by getting the "fat" off their prose.

Practical experience is the next step. Miss Logan tries to stimulate in her students a reporter's curiosity and an investigative approach to news writing. Outside assignments

are organized to give students an opportunity to practice their reporting skills. Last term the class covered a Pequiste meeting during the provincial elections. This semester a press conference was staged with a classmate who works in management for United Aircraft, to teach students how to conduct an interview.

As a sideline to her administrative work and to her own writing, Miss Logan says her first year of teaching has been an interesting challenge. Her only complaint is that the half-course does not allow her sufficient time to cover all the areas she thinks are important. Her students don't seem to mind. In fact, many are repeating the course just to fill in any gaps.

Reviews Reviews Reviews Review

Shakespeare Society Thaws "Winter's Tale"



Prof. Ed. Egan and wife and son appearing in "Winter's Tale".

By Bruce Bailey

On the frosty evenings of February 27 through March 6, the University Shakespeare Society, under the direction of Prof. Alex Newell, appropriately unfolded the Bard's warming *Winter's Tale* in Loyola's Refectory Theatre. Like the Blackfriars Theatre, converted by Shakespeare's Company in 1608 from the refectory of the Blackfriars Monastery, Loyola's theatre has been made over from an old Jesuit refectory with three similarly placed exit doors—and so Loyola's Company faced the challenge of performing in the sort of limited "private theatre" space in which Shakespeare's last plays first saw torchlight.

The *Winter's Tale* is problematic and seldom performed; its capricious tripping from tragedy to comedy to pastoral and romance may conceivably lead one to suspect that it is a "tale told by an idiot". While probability is not to be expected in any "winter's tale", it is still difficult to draw an audience into also accepting the

flimsily motivated jealousy of King Leontes, who jails his innocent wife Hermione and disowns his newborn daughter.

Fortunately for the Company, Christopher Barry skilfully and convincingly paced Leontes' idiosyncrasies up to their climaxes and Barbara Castelli turned in a moving performance as the victimized Hermione. Costumes were also sensitively coordinated, running through carefully controlled sections of the spectrum and accurately reflecting important relationships among the characters.

Unfortunately for the Company, many of the secondary characters were clumsy and most of the tertiary characters were reminiscent of the "poor player that struts and frets his hour upon the stage and then is heard no more". Perhaps director Newell should have exercised his prerogative and cut back on the scenes highlighting the weakest actors—but he otherwise did a creditable job with the material at hand.

Spanish Theatre Class performs off-campus

The Spanish Theatre Class of Loyola's Modern Languages Department wowed the university audiences at Erindale College (University of Toronto) and at The University of Guelph recently with their productions of two plays, *LA CELESTINA*, a tragic-comedy and *CRUCE DE VIAS*, a contemporary Latin American drama. It is the first time the group has played in repertory outside Loyola.

LA CELESTINA was first performed at Loyola in 1971. Under the direction of Professor Edma Ottolenghi, the theatre class re-wrote and published a stage version of Fernando de Rojas' original 16th century love-story. Last September, Erindale College invited the class to perform their new version at that college's drama workshop.

An additional performance at the University of Guelph was

scheduled when it was learned that the group would be in the Toronto area.

The project was financed by a \$1500 grant from the Federal Department of the Secretary of State (Citizenship Branch). Additional funds from Loyola's Development Office (\$500) and from the Loyola Students' Association (\$500) were used to pay for custom-made costumes, transportation, accommodations and meals for the 15 members of the group.

About 400 people attended the University of Guelph performance and Erindale College presented the class with a University of Toronto Cup in appreciation for their fine work.

This is the second production this year by the Spanish Theatre Class. In November they performed two contemporary plays here at the F.C. Smith Auditorium.

Experimental films prove a rare treat

by Susan Joiner

By its nature, experimental film does not reach wide audiences and is not easily accessible to most of us. It is not the product of a big production house with scores of writers but of one individual with an idea and a camera... it isn't made on a mind-boggling budget with an eye to mass audiences but on whatever can be begged, borrowed or funded to permit an individual artist to express his or her personal vision.

So last week's experimental film symposium, sponsored by the Communication Arts Department, was a rare treat. The symposium was expertly programmed and moderated by Tom Joslin, filmmaker, teacher of film at the University of New Hampshire, and director of a U.S. government grant to bring film to New England schools.

Three days of films, both experimental and non-experimental, offered a rich experience in perceptions and poten-

tials and ideas about the medium of film.

The experiences ranged from the 1890's films of Lumier and Melies, establishing the documentary/fantasy dichotomy of film content — to Michael Snow's more recent structural film, "Wavelength" — a 45-minute, single-angle zoom into an almost barren room.

Other films, such as those of Scott Bartlett, Bruce Baillie and Francis Thompson illuminated a major concept of experimental film — to draw the audience, not through the screen into another reality, but onto the flat screen and into the room in a first-person experience with the film.

Through the 50's and 60's, these experimental filmmakers enjoyed great creativity. But there has been a lull the past few years — perhaps a period of recovery from the tremen-

dous energies expended in the 60's. The coming trend, according to Tom Joslin, is toward autobiographical film — the theme of the final session of the symposium. Young filmmakers of the 70's, such as Bill Reid of the NFB, Miriam Feinstein and Joslin himself, are directing their energies inward — onto themselves and their private myths and realities.

Film has developed through experimentation with content... then with the form of the medium itself... and the next step, as Joslin sees it, is "to use the screen to get off the screen and into the mind." This does sound somewhat paradoxical, and in trying to explain it Tom Joslin voiced the drive common to the experimental filmmakers: "How can I say it? I'll probably have to make a film to say it."

Antigone Updated



Cast members John Banks and Scott Phelan rehearse with practice masks.

by Bruce Bailey

Loyola's Chameleon Theatre adapted yet again to circumstances and posed as a stylized Greek amphitheatre and stage for a production of Sophocles' *Antigone*, running from March 7 through 12. By the same token, director Philip Spensley and his drama students adjusted Sophocles' drama to suit modern theatrical expectations by dropping traditional costumes and masks in favour of bluejeans, sweaters, T-shirts and running shoes.

The students' production opens with all the actors on stage, drilling through their "theatre-school" warm-ups; most of them interact only occasionally during this prelude as their autistic, seemingly psychotic behaviour prepares us for an important theme in the play: the primacy of individual devotion to conscience and divine law over the state and normal socialization.

The story which follows is uncomplicated. Antigone, daughter of Oedipus and Jocasta, defies the decree of King Creon and buries her slain brother

Polinixes. Although Creon is the king, the Gods play their ace when Creon locks Antigone up, causing her to commit suicide and leading to the deaths of Creon's wife and son.

But however straightforward the plot may be, the audience is readily ushered into the spirit of the tragedy with Grant McGiffen's eerie score for percussion, flutes and voice, and by Philip Spensley's innovative doubling of the actors as the sententious, ever-shifting chorus which comments on the main action. The actors themselves, while never outstanding, were reasonably satisfying pawns or kibitzers at the games of the gods.

Spensley has also wisely chosen a translation (Fitz and Fitzgerald) which is an appropriate mixture of colloquialisms and the dignified English normally wrung from the Greek. Here, then, is a production which, unlike similar attempts to dress-up Shakespeare's plays, succeeds in updating without seeming to overlay.

R.D. Laing: Two Views

by Dennis O'Connor
Asst Professor
Philosophy Department

On Wednesday afternoon the Lacolle Centre for Innovative Education sponsored its first on-campus event by bringing Ronald Laing, M.D., noted British psychiatrist and author, to address the community on the Politics of Education. Dr. Laing spent the greater part of his lecture setting forth what he considers the first principles of education. The touchstone of the educative process is that the teacher evoke - with courtesy, respect and tact - the talents latent in the students. The *sine qua non* of the educator is that prayerful charity, nourished by grace, which allows him/her to guide the opening of minds and hearts. Heartless education is not just an empty shell and pretense: it is actively destructive. Programming students is not only futile and sterile, it actively disrupts the evocation of the right question and answers. In this context Dr. Laing suggested important analogies between the role of the therapist and the role of the educator: fundamentally, both are attendants at a process of birth. Perhaps it could be summarized thus: if one's heart is open one can't go wrong; if one's heart is closed one can't go right. The force of Dr. Laing's comments and the edge of his argument remained that general.

The focus of all these scattered suggestions seemed quite unclear until the seminar which followed upon the general lecture. In this forum it became quite clear that Dr. Laing is very much a physician and very much a traditionalist. Both in his reading of the entirety of Chapter IV of *The Mystical Theology* of Dionysius the Areopagite and his concluding comment - "Unless you believe in God we're talking at cross purposes." - we saw that the ground of nearly all of his prior statements was an implicit though highly developed religious consciousness stemming from a tradition of at least 1500 years. In his comments on "Therapy as incubation" and on "The apprenticeship of real therapists" it became quite clear that Dr. Laing feels very much a part of the western tradition of medicine dating from Hippocrates.

Hospitals should be places of hospitality, safety and security. The chief task of the apprentice-physician is the development of humility and the capacity to listen. The sole ground of genuine education is creative love. All this sounds outrageously sane.

by
Eva Jacek
Student

R.D. Laing was invited to Loyola, supposedly to deliver a lecture on the politics of education. Well, on Wednesday afternoon the infamous author of such popular works as *Knots* and *The Divided Self* succeeded only in aggravating the large crowd in the Loyola Chapel with several aphoristic remarks which he refused to elaborate on, and some blunt and blistering comments to speakers from the floor.

After one woman persisted in calling Laing cynical, Laing exploded with "now you're being impudent" and cut the unfortunate speaker short.

He informed the audience that such a gathering was only suitable for making certain general statements of principle on education and the gist of these was that the educational system lacks a heart and that the programming of students like computers is "the direct opposite of education".

"Education is a kind of midwifery," said Laing borrowing from Plato. He pointed out that the root meaning of the word education is to "lead out" and as Laing said, "you can't bring anything out of a computer, you can only program it to reach certain solutions correctly."

Heart was the ingredient missing from other disciplines such as psychiatry as well; without it one has the direct opposite of education or psychiatry. The informing heart is what lends these disciplines their positive quality.

"We live in a scheme of unintentional deception, frequently woven into a tapestry of intentional deception." The task of education, Laing stressed, is to lead us out of this mesh of deception, something which can only be accomplished when two or more are gathered in a state of grace, or heartfelt desire to achieve something.

"Man's extremity is God's opportunity" added Laing, citing the need for heart and faith as paramount in the search for wisdom.

He decried "educational propaganda" which tells us to see to what has been described for us instead of allowing us to describe for ourselves what we have seen. He was equally strong in his conviction that "corrupt words" hid the clarity of authentic emotions.

Although Laing's heart may have been in the right place, perhaps a few more well-chosen, uncorrupt words could have helped the audience better understand what he was trying to say.

Levesque lighthearted but firm

Cocking his head to one side, shrugging his shoulders in a gesture familiar to many, René Lévesque spiritedly jabbed the air with his ever present cigarette to drive home the point that English minority rights would be respected in an independent Quebec.

The tone was lighthearted rather than serious or hostile as the leader of the official opposition addressed a crowd of three to four hundred in the Campus Center Lounge on February 29th. Speaking on the position of anglophones in an independent Quebec, Lévesque stressed the need for a transitional period to accommodate anglophones to a French speaking, Quebecois-ruled society. Otherwise Lévesque was often vague about the actual workings of that option. "When Quebec is independent the language and culture problem will solve itself", he optimistically suggested.

He seemed equally assured that Quebec, if independent, would not suffer economically. He noted that Quebec's market potential would make it attractive to industries in Ontario



and elsewhere. These ties would be of benefit to both job-hungry Quebec and investment-hungry corporations outside.

On the question of education, René Lévesque was both clear and adamant. Financial allocation by population would be the only fair and logical policy for a government in an independent Quebec to implement.

Since anglophones comprise 20% of the population that's the percentage of tax dollars they would get from the education budget.

What about the merger, someone from the audience countered. With a grin Léves-

que replied, "More power to you, but you'll still only get 20% of the budget - after that," he shrugged, "it's up to you how you want to divide it." He suggested that private funds could subsidize educational institutions.

He stated that French would be the official language in an independent Quebec, in line with its stature as the language of the majority. Lévesque emphasized the need for cooperation between the two groups but condemned the exploitation by an English minority as "unacceptable". He added that the Quebecois have thankfully changed their attitude from one of mere survival to an aggressive struggle for dignity.

A representative of the North American Unemployed and Welfare Rights Association was booed by the audience when he attacked Lévesque as a "fake" and angrily called for a working-class army to seize power within two to three years.

Lévesque's appearance at Debats-Midi, was the first in a series of lectures jointly organized by the LSA and Students Services.

Kaufman on the Death of Tragedy

"In his first book Nietzsche suggested that tragedy was dead, later he proclaimed that God was dead, and today it is suggested that philosophy is dead." Thus spoke Walter Kaufmann in 1968. Recently the same German-American philosopher lectured at Loyola and it appeared that philosophy was still very much alive.

It was the venerable Plato who, according to Kaufmann, paradoxically perhaps contributed mightily to the demise of a thoroughly lived philosophy by his attempt to ground absolute values in the science of the ultimate realities allegedly inhering in a transcendent world of changeless ideas.

Plato would have permitted no place in his ideal city for the tragic poets because they were the eulogists of the tyranny of illusions and of the images of images of this world.

It was Plato, Kaufmann argues, who in fact defended dreams, shadows and illusions, majestic though these illusions might be. The tragic poets on the other hand told it both like it was and to some extent how it ought to be.

Sophocles' *Oedipus Tyrannus*, the tragedy par excellence, portrays the finitude of man in his radical insecurity in consummate philosophic simplicity cum complexity.

Oedipus is the noblest of men yet utter catastrophe and desolation are his manifest destiny. The essence of nobility, contends Kaufmann, is exceptional courage and sensitivity but these necessitate sufferings both grotesque and cruel.



Walter Kaufmann with Fr. Malone.

Oedipus is not only physically blind but he is also spiritually blind to those whom he loves most - those near and dear. This is an all too human trait - even in the very best of men. Plato turns away from such blemishes and fixes his vision on the love of the perfect - the ideas - but in doing so he signals the destruction of tragedy and the down of its nemesis: rationalistic and essentialistic philosophy.

Oedipus bears the curse moreover of one who is passionately committed to grinding out the truth. Like Socrates he pays for this dedication to integrity but prefers it to more profitable but less honorable untruths. Personalized or existential truth is inextricably fused with unhappiness. Oedipus in choosing to know rather than not know has elected to meet his fate. His liberation from ignorance simultaneously constitutes his condemnation.

Finally, Oedipus attests to the ambiguities and vicissitudes of justice. He hardly deserves what he gets or gets what he deserves. In the vernacular: it has to be the greatest rip-off ever of a man by nature, society and the gods.

In sum, if nobility is nonexistent, or worse, not even possible, then one should not speak of the universality of the philosophic dimensions of tragedy. Perhaps one should not speak at all and simply despair. Courage and sensitivity are not inimicable to despair unless despair becomes utterly ignoble in unalterable desperation.

Perhaps Rollo May's conviction is apropos here: in confrontation with the tragic, optimism requires more courage than pessimism. One cannot prove that optimism is more realistic than pessimism. As Kaufmann said, it is one's attitudes that count. One can choose, however, his attitudes. Oedipus above all represents humanity insofar as he represents freedom. As Arthur Miller says, the tragic view indicates that we take seriously man's freedom and his need to realize himself; it shows our belief in the "indestructible will of man to achieve his humanity." The tragic poet is not allowed to enter Plato's Republic because he is a heretic; his insistence on freedom poses a threat to the utopian status quo.

Dr. John McGraw
Philosophy Department

As we approach, with unexpected slowness and with unwanted halts along the way, the inevitable establishment of Concordia University, I ask you to set your sights, firmly on the new University. No promised land ever turns out to be the New Jerusalem but we should journey towards our particular goal with high hopes, high ideals and some realization of what is possible. We of Loyola must increasingly make clear to ourselves what is the best of Loyola which we can bring to the good of Concordia.

The bringing to reality of a new university in Montreal in the 1970's offers a bright challenge to all of us. I think it is one which Ignatius of Loyola would have welcomed and worked unstintingly to make come true.

As you know, it has been a Loyola tradition to celebrate in March of each year the birth of St. Ignatius. The programme, to which these few lines are a foreword, will show our friends - and even those who may not now be friends - that Loyola is a lively, vibrant, cohesive community which has much to offer the city, the province and country of its birth. Let us keep this offering in mind as we approach the end of yet another academic year in Loyola's long span of service. **LET US CELEBRATE TOGETHER THE MEMORY OF A GREAT MAN BY SUPPORTING THE MANY COMMON ENDEAVOURS WHICH ENRICH THE UNIVERSITY COMMUNITY WHICH BEARS HIS DISTINGUISHED NAME.**

MARCH 1974

**PATRICK G. MALONE, S.J.
PRINCIPAL, LOYOLA CAMPUS**

DATE: TIME: PLACE:

Monday, March 11 to Friday, March 15	Vanier Library	"METAMORPHOSIS" from Realism-Student work, Art 300. An exhibition.
Monday, March 11	12-1 p.m.	Vanier Auditorium, RED CHINA DIARY, Third World Studies Department.
Monday, March 11	7 p.m.	Drummond Science Bldg. Room 103 Native Peoples Lecture hosts PANEL OF NATIVE STUDENT ON EDUCATION.
Monday' March 11 to Monday, March 25	12 noon	Student Campus Centre Rev. Patrick G. Malone opens FOUNDER'S DAY ART EXHIBITION sponsored by Loyola's Department of Fine Arts.
Monday, March 11 Sunday, March 17	Vanier Library	Vanier Library display on the history and tradition of Loyola.
Tues day, March 12	10 a.m. 5 p.m.	Comm. Arts Department OPEN HOUSE
Tuesday, March 12	12:30-1:30 p.m.	Vanier Auditorium "SOMETHING BEAUTIFUL FOR GOD" the film preparation for the visit of JEAN VANIER.
Tuesday, March 12	4 - 6 p.m.	Guadagni Lounge, Loyola's Financial Aid Office hosts VIN D'HONNEUR for scholarship holders and student leaders.
Tuesday, March 12	8 p.m.	Vanier Auditorium DR. K.O. MAY, speaks on "Do Mathematicians Really Know What They are Talking About".
Tuesday, March 12	12-2 p.m.	Central Building Room 101 Faculty of Engineering has invited DEAN DONALD GEORGE of Carleton University to address students.
Wednesday, March 13	12-1 p.m.	Vanier Auditorium Vanier Library "IF YOU'RE NOT THERE, YOU'RE MISSED" (The Community at L'Arche) film preparation for the visit of JEAN VANIER.
Wednesday, March 13	7 & 8:45 p.m.	F.C Smith Auditorium Loyola's Communication Arts Film Series present BERGMAN AND THE SWEDES 7:00 p.m. Persona 8:45 p.m. Passion of Anna Admission: 99¢
Wednesday, March 13, and Thursday, March 14		SYMPOSIUM ON RELIGION, SOCIAL CHANGE & ECONOMIC ACTIVITY sponsored by Loyola's Department of Economics Address of Welcome by Reverend Patrick G. Malone, S.J., President
Wednesday, March 13	10-12:30 p.m.	Vanier Auditorium, Session I topic: Politics & Economics of Change Key Speaker: Mr. Bryce Mackassey
Wednesday, March 13	2-4:30 p.m.	Vanier Auditorium, Session II topic: Religion and Economic Progress Key Speaker: Dr. Gregory G. Baum

Wednesday, March 13	8-10:30 p.m.	Drummond Science Auditorium,	Session III topic: Key Speaker: Mr. Hamadah Zlitni	Economic & Social values & The Future of Man
Thursday, March 14	9:30-11:30 a.m.	Vanier Auditorium, Vanier Library	Session IV topic: Key Speaker: Dr. K.F.M. Helleiner	Economic Development & The Moral Conditions of Survival
Thursday, March 14	1:30-3:30 a.m.	Vanier Auditorium	Session V topic: Key Speaker: Hon. Herbert Gray	Economic Change & Human Values
Thursday, March 14	4-6 p.m.	Vanier Auditorium, Vanier Library	Session VI topic: Capitalism, Socialism & The Future of Man (the student's point of view)	Capitalism, Socialism & The Future of Man (the student's point of view)
Thursday, March 14	12-2 p.m.	Central Building Room 101	Loyola's Faculty of Engineering has invited (MR. GERALD MCGEE), Assistant General Manager of the Canadian Council of Professional Engineers (C.C.P.E.).	
Thursday, March 14	2:15 p.m.	Faculty Club	SEMINAR: "Radio: How does it feel?"	
Friday, March 15 Saturday, March 16 Sunday, March 17	8 p.m.	F.C. Smith Auditorium	Opening of "NO, NO, NANETTE". Tickets: \$3.00 non-students \$1.50 students & senior citizens For reservations: 484-7676.	
Friday, March 15 Saturday, March 16 Sunday, March 17	8 p.m.-11 p.m.	Guadagni Lounge	TORI Community Experience "From Crowd to Community" provides an opportunity for individuals to experience and reflect on the role of the community and their relationship in developing that community. Sponsored by Lacolle Centre	
Saturday, March 16	8:30 a.m.-8 p.m.	Admin Bldg.	Match of Minds - Scholarships Competition	
Saturday, March 16	9:30-12:30 p.m.	Guadagni Lounge	FREE LIFE DRAWING CLASSES sponsored by Loyola's Department of Fine Arts.	
Saturday, March 16	2:30 p.m.	Loyola College Chapel	Hosted by Loyola's Campus Ministry JEAN VANIER addresses the Loyola community.	
Monday, March 18	12-1 p.m.	Vanier Auditorium	RED CHINA, Third World Studies Department, Lunchtime Film Series	
Monday, March 18	7 p.m.	Drummond 103	NATIVE PEOPLES OF CANADA LECTURE, Andrew Delisle, President of The Indians of Quebec Assoc. will speak on NATIVE RIGHTS.	
Tuesday, March 19	12-1 p.m.	Studio One	Lunch-Hour Listening - Program to be announced	
Wednesday, March 20	8 p.m.	Bryan 206	PROFESSOR JOHN M. WILSON, President of the Canadian Political Science Association will discuss THE CANADIAN PARTY SYSTEM: A NEW PERSPECTIVE	
Wednesday, March 20	12-1 p.m.	Studio One	Lunch-Hour Listening - Program to be announced	
Wednesday, March 20	7 p.m.	F.C. Smith Auditorium	COMMUNICATION ARTS FILM SERIES presents BERGMAN AND THE SWEDES 7 p.m. - ADELEN 31 (Bo Widerberg 1969.)	
Thursday, March 21	8:30 p.m.	F.C. Smith Auditorium	DIXIELAND CONCERT featuring THE PEEL STREET STOMPERS Information: 482-0320, local 249	
Thursday, March 21	1 p.m.-2:30 p.m.	Bryan 204	PSYCHO-ACTIVE DRUGS AND DRUG EDUCATION, Psychology Department Film Series	
Friday, March 22, March 23, March 24	8 p.m.	F.C. Smith Auditorium	NO, NO, NANETTE, presented by Loyola's THE-ARTS	